

Ayloff Primary School

Inspection report

Unique Reference Number	102272
Local Authority	Havering
Inspection number	323610
Inspection dates	5–6 May 2009
Reporting inspector	John Collins

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	284
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Leslie Graves
Headteacher	Mrs Victoria Knox
Date of previous school inspection	14 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	South End Road Elm Park Hornchurch RM12 5UA
Telephone number	01708 451 463
Fax number	01708 620 733

Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The largest groups of pupils at this larger-than-average primary school are White British, followed by Black African and those of other White backgrounds. The proportions of pupils eligible for free school meals, those whose first language is not English and those with learning difficulties and/or disabilities are lower than those found usually. The proportion of pupils from minority ethnic groups has grown over recent years and is now above average. A higher than average proportion of pupils start and leave the school at times other than those expected. There is Early Years Foundation Stage provision in a Reception class. The school provides a before school breakfast club.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school that is rapidly improving. There are strengths in the good personal development and well-being of pupils and good care, guidance and support. The determined efforts of the headteacher, senior staff and governors have laid the foundations for success and this is already being seen in improving standards and achievement. Standards have risen over the past two years in spite of significant problems over declining pupil numbers and staff recruitment and retention, due to the proposed amalgamation with a neighbouring school and moving to another site.

Subject leadership and middle management have improved since the last inspection and are beginning to have a positive impact on improving teaching and learning and raising standards, notably in writing. Current leadership and management of the Early Years Foundation Stage are satisfactory. A newly appointed leader has been in post for only a few weeks, and has not had time to monitor current developments effectively. However, the school had previously identified correctly the need to improve planning and develop more accurate assessment data to measure progress. These aspects of the Early Years Foundation Stage are recognised as major areas for development by the school.

Children enter school with expected levels of attainment in most areas of learning except in speaking, language and writing skills. There has been an increasing number of children entering school since the last inspection with lower than expected skills in these areas. Achievement is satisfactory with pockets of good progress among different groups of pupils within the school. For example, progress is satisfactory in the Reception class and Key Stage 1 and accelerates as pupils move through the school. Progress in Year 6 is good. This is in the face of an increasing number of pupils in Year 6 who start and leave the school throughout the year. Improved progress and achievement are being well supported by the increasingly effective use of tracking and assessment data, better teaching and more effective subject leadership.

The behaviour of pupils is good and they show positive attitudes to learning. Spiritual, moral, social and cultural development are good and, with adult guidance, pupils build a strong sense of right and wrong. They are polite to visitors and each other and are proud of their school. Pupils talk with enthusiasm about the responsibilities of the pupil play leaders and mediators, who assist adults in the smooth running of the playground and look after younger children 'who might be lonely'.

Rigorous monitoring by the headteacher and deputy headteacher has helped to raise the overall quality of teaching and learning. The proportion of good or better teaching is rising, although there is sometimes a lack of consistency in the way some teachers challenge pupils to achieve as well as they might. Pupils benefit from additional support from well-trained teaching assistants. The curriculum is broad and balanced and effectively promotes pupils' personal development. Carefully targeted provision for pupils with special educational needs and those with learning difficulties and/or disabilities enables them to make progress equally as well as others.

Care, guidance and support are good. The school makes good use of outside agencies to support its more vulnerable pupils. Individual targets are helping pupils know what they must do in order to improve. Pupils themselves say that teachers' marking is useful because it 'helps you know how well you are doing'.

This is a strongly inclusive school with an ethos of valuing all its pupils and ensuring that all have equal opportunities. Useful partnerships have been developed to support pupils with learning difficulties and/or disabilities and contribute much to the rising trend in achievement. The school is also making use of its growing cultural diversity to promote racial and community cohesion well. The strong sense of direction provided by the leadership of the headteacher, deputy headteacher and governing body, improvements in teaching and learning, and rising standards and achievements provide ample evidence that the school has a good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Provision for the younger children is satisfactory. Children enter the Reception class with skills broadly as expected nationally, except in language, communication, and writing. Inspection evidence shows that most children make satisfactory progress from these lower starting points, but by the end of Reception some have still not achieved the expected levels in these areas. Progress in other areas of learning is often good. The school has taken steps to address these issues through an extended phonics language project in Reception and Key Stage 1 classes, which is beginning to promote better standards.

Teachers plan for both the outdoor and indoor curriculum to enhance learning and make it more enjoyable and interesting. At present, however, the use of the outside area is underdeveloped and more opportunities could be given to children to develop their independence and make choices in their learning.

Effective liaison with parents helps children settle quickly. Parents and carers are encouraged to come into school to share information about their children. Relationships are strong and, as a result, children feel safe and play safely. The children learn to grow in confidence, and follow the school's orderly routines. Their welfare is promoted well and child protection and safeguarding requirements are robust and secure.

What the school should do to improve further

- Raise standards and achievement across all subjects by ensuring that pupils of all abilities are more consistently challenged in lessons to achieve as well as they might.
- Develop the role of the Early Years Foundation Stage leader to enable the school to build an accurate picture of provision for the younger children.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

The latest national test and assessment data for 2008 shows that the dip in standards in 2007 has been successfully reversed. Current assessment and tracking data shows that in 2009 the trend of rising standards is also being maintained. Pupils' overall achievement has continued to improve and is satisfactory.

Overall standards by the end of Year 2 have fluctuated over time and progress has not been constant due to higher numbers of pupils starting school with limited language, writing and communication skills. In 2008, standards in Year 2 in reading, writing and mathematics were

broadly average. In 2008, Year 6 pupils were reaching broadly average standards in English, mathematics and science. The recent focus on developing writing and mathematics has led to a significant improvement on the results in 2007. Current tracking data and teacher predictions show that this picture of improvement is expected to continue in both key stages, particularly at the higher levels of attainment.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school and participate eagerly in lessons. Attendance has improved and is average. The school is doing all that it can to work with parents to improve it further. Pupils feel safe at school and adopt safe practices. They say they can approach adults to help them if they have problems. Pupils' skills show that they are satisfactorily prepared for their future economic well-being. Pupils have a good understanding of what constitutes a healthy lifestyle and what makes a healthy diet, although occasionally some pupils' packed lunches and the options for breakfast at the breakfast club do not always support them in making healthy choices. They talk with enthusiasm about the physical activities available at lunchtimes to keep them fit and healthy. The school council makes a positive contribution and has been involved effectively in decision-making processes, such as selecting the colour for the new school uniform. It has been consulted about the new school and is proud of being able to help.

Quality of provision

Teaching and learning

Grade: 3

Effective monitoring by senior leaders has raised staff expectations and increased the proportion of good teaching, so that good practice is now shared on a regular basis. There is a more consistent approach to lesson-planning across the school, so that pupils know what they are expected to learn in lessons. Activities are varied to support learners in working independently or in small groups. However, work is not always closely tailored to the full range of pupils' needs, which leads to uneven challenge and progress in some classes. Year 6 pupils are being helped to assess their own work, thus promoting their independence and confidence. For example, pupils used a list of the features of a play-script to assess their own work. Consequently progress is better in this year group than others. Teaching methods engage learners and all groups of pupils are encouraged to participate in the lessons. Paired discussion is a regular feature of lessons, enabling pupils to develop their speaking and listening skills.

Curriculum and other activities

Grade: 3

The curriculum is supported by a wide range of extra-curricular activities which contribute well to pupils' personal development and physical well-being. The information and communication technology team is improving the use of computers across other subject areas. For example, with pupils, the team has established a school blog, to which pupils and parents can contribute. The school is beginning to make use of podcasting to support learning in literacy, science and in the breakfast club. Learners have opportunities to contribute to and take on responsibility in the local community, for example through the school choir's links to the Evacuees Club and a local children's hospice. Provision for learners in the Early Years Foundation Stage is satisfactory. Provision for pupils who need additional help has been reviewed recently and

adjusted to ensure that they are able to progress more quickly. The school is aware that planned activities to support gifted and talented pupils are at the early stages of development.

Care, guidance and support

Grade: 2

Care and concern for all pupils regardless of their race, gender or ability lies at the heart of this rapidly improving school. Good relationships between all adults and between pupils themselves are the basis for this happy school community. A large majority of parents are highly supportive of the school and, as one said, 'The school always takes note of parents' views and suggestions.' Child protection, risk assessments and health and safety arrangements are robust and pupils themselves say they feel safe and secure. The recent breakfast club is helping to improve pupils' attendance and punctuality. Pupils with learning difficulties and/or disabilities, and statements of special educational needs, are supported well through accurate identification of their needs. Follow-up work by well-trained and knowledgeable school support staff and outside agencies ensures these pupils play a full part in the life of the school. The tracking of pupils' academic progress is good. Individual and group targets in literacy and mathematics are beginning to have a positive impact on pupils' progress.

Leadership and management

Grade: 3

The headteacher, the deputy headteacher and the governing body have been the driving force behind the effective way that a period of considerable change has been managed over the past two years. The move to the new site at the end of this term has been particularly well managed. In a time of significant staff turnover they have provided good leadership to enable the school to improve. They continue to provide a strong and clear direction that is resulting in better teaching, higher standards and a rising rate of progress, especially among older pupils. The governors are effective in supporting the work of the school and challenging its plans. While the role of subject leaders has improved since the last inspection, they are only recently beginning to have an impact on standards and achievement. This is not the case, however, in the Early Years Foundation Stage where the newly appointed leader has not had sufficient time to build up an accurate picture of provision and progress. The school's performance is rigorously monitored and the use of challenging targets has made a good contribution to rising standards and achievement.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B

Text from letter to pupils explaining the findings of the inspection

19 May 2009

Dear Pupils

Inspection of Ayloff Primary School, Hornchurch, RM12 5UA

Thank you for being such a great help to us when we came to visit your school. We enjoyed looking at your work and talking to you. You told us how much you like your teachers and enjoy school.

These are some of the things your school does well.

- We think you are well behaved and have good attitudes to your lessons.
- The school takes good care of you and keeps you safe.
- The headteacher and governors are doing a good job in managing the change-over to your new school.

Here are things the school could do better.

- Help you to raise your standards in reading, writing and mathematics even more by making sure you are all challenged in your lessons to do your very best.
- Build up a more accurate picture of how well the younger children are doing in the Reception class.

You can help by doing your very best at all times and continuing to enjoy your time in school. Remember to ask your teachers for help; we are sure they will be glad to give you support.

Best wishes for the future in your new school.

Yours faithfully

John Collins

Lead Inspector